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One third of this report on the Mid-Continent Regional Educational Laboratory's Cooperative Urban Teacher Education (CUTE) Program is a description of background information including origins, evolution, organization, structure, and formulation of the concepts used. CUTE is designed to improve urban teaching through helping the teacher to understand both his own and his pupil's attitudes, insecurities, anxieties, and prejudices; to understand both his own and his pupil's environment and culture; and to have knowledge and competency in reflective teaching methods for inner-city learners. Forming the second third is a section on the major curriculum concepts which evolved from previous discussion and which are studied within a framework of sequential development of curriculum activities (derived from six stages of student concerns: Where do I stand?, How adequate am I?, What do they do that?, How am I doing?, How are they doing?, How does what I am influence them?) related to teacher education, sociology, and mental health. The closing sections on assessment and evaluation include descriptions of instrumentation, data collection, analysis of the data, revisions of evaluation, curriculum modifications, and transportability. Also included is a 28-item bibliography. (SM)

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INNOVATION IN THE INNER CITY

A report on the Cooperative Urban Teacher Education program

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This is the first of a series of monographs dealing with the Cooperative Urban Teacher Education Program. Others in the series to be published soon are:

Cooperative Organizations: A Key to Inner-City Teacher Education. June, 1969.

Curriculum Guidelines: Implementation of an Inner-City Teacher Education Program. August, 1969.

Other related materials, such as bibliographies and technical reports, may be obtained upon request.

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G. C.
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PREFACE

To go into detail in support of the thesis that a new breed of professional educator is necessary for the inner city is to address the obvious. The question is no longer whether or not there should be a specifically trained professional educator to assume responsibilities in the inner city, but rather how such personnel can be prepared. The Cooperative Urban Teacher Education Program, which is described in an overview fashion in this monograph, is one promising effort being made to provide a workable answer to this crucial question.

This publication, the first in a series dealing with the Cooperative Urban Teacher Education Program, is an effort to introduce interested persons to a program which has tried to bring together a number of components into a closely integrated experience designed to equip teacher-education students to meet the heart-to-heart and mind-to-mind confrontations of the inner-city school with some prospect of success.

CUTE brings together, in a cooperative arrangement, local school systems and a variety of higher education institutions in the hope that together they can do things which they might not be able to do individually.

Other consortia of public and private colleges and universities exist in this country and other cooperative working relationships between and among public and private school systems and higher education institutions have been established and are working. But in most places, current programs are, for the most part, fragmentary and unrelated. In addition, efforts to involve teacher-education students in inner-city situations are frequently too costly for many institutions to become involved.

CUTE, operating under the aegis of the Mid-continent Regional Educational Laboratory in Kansas City and pursuing a shared costs concept, has been able to bring together some of the best of the ideas about better ways in which to prepare teachers for the often traumatic experience of inner-city teaching.

The program is still in its infancy, having been operating for only one-and-a-half years. However, the prognosis for its success and for its constructive impact on the preparation of inner-city teachers is excellent. All of the evidence is not yet in and we are not able to say as much as we would like about this program. Some of the evidence, however, is in. Some of it is subjective, and some of it is objective. All of it is of such a nature that it compels us to feel strongly that the Cooperative Urban Teacher Education Program will be a significant event in teacher preparation.

A great deal has been done, as is reported in this monograph, but much more remains to be done. The Mid-continent Regional Educational Laboratory feels that a significant step has been taken – this report is an attempt to describe that step and to indicate the additional steps which lie ahead.

Robert J. Stalcup
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Mid-continent Regional
Educational Laboratory

BACKGROUND

Basic Considerations

Providing adequate education for economically underprivileged children in the core of metropolitan cities is undoubtedly the single most explosive problem facing educators today. It is compounded by the tremendous shortage of adequately prepared teachers willing to work with such children; for, without capable teachers, the problem is insoluble. The air of emotional tension generated by conflicts in New York, Watts, Newark, Detroit, and half a hundred lesser scenes of strife further aggravates the issue.

The Educational Need

A few teacher education institutions scattered throughout the nation have begun to attack the problem. However, the number of teachers being prepared is woefully inadequate. In 1967 *Southern Education Report* conducted a survey of teacher education programs in seventeen Southern and border states and the District of Columbia. The following conclusions emerged from the survey:

> By their own admission, the colleges and universities of the South have not been doing very much to prepare future school teachers to work with culturally disadvantaged children. Less than one institution in six has made any substantive changes in the past five years to improve the preparation of its new teachers for this purpose, and only two in every five report any intention or any desire to do so. Yet, virtually all of them concede that teacher education institutions have a special responsibility to help improve the education of the disadvantaged.

Other surveys indicate that the picture is equally discouraging throughout the nation. For example, Klopf and Bowman (1965) reported that after polling 1,050 member institutions of the American Association of Colleges for Teacher Education only 65 of the 193 responding institutions reported specific programs for the purpose of preparing teachers for inner-city schools. The remaining institutions stated that content to prepare teachers for work with disadvantaged pupils was incorporated throughout the curriculum. Actual quotations from replies of these institutions indicate that preparation for inner-city teaching consists primarily

of courses in psychology, social anthropology, and methods which emphasize urban school problems. These statements reflect basically a "textbook" approach to the problem and minimum involvement with inner-city life.

In recent years criticisms of teacher education patterns have become more frequent and more intense. In one of his milder statements Kenneth Clark (1963) recommends the following:

> The curricula of our teacher training institutions must be re-examined to determine whether they make adequate and systematic use of that fund of modern psychological knowledge which deals with such problems as: the meaning of intelligence and problems related to the I.Q. and its interpretation; the contemporary interpretation of racial and nationality differences in intelligence and academic achievement; the role of motivation, self-confidence and the self-image in the level of academic achievement; and general problems of the modifiability and resilience of the human being.

Vernon F. Haubrich (1966), analyzing reasons for the crisis in inner-city education, comments on the problem of preparing teachers for inner city as follows:

> . . . today's colleges have a dual handicap in preparing teachers for service in disadvantaged areas. On the one hand, they tend to prepare teachers for children and for schools which are only rarely found in disadvantaged regions. The educational psychology of the middle-class child, the methods which one uses in the "good" school setting, and the normal constraints one applies in the typical school setting just will not work in the disadvantaged areas of big cities. . . . The young prospective teacher has an image of what the task of teaching is going to be, and his home, peer groups, and college tend to confirm a vague and general rejection of the disadvantaged.

These statements indicate the lack of leadership and apparent concern by the majority of teacher education institutions for improving inner-city education. Perhaps the most poignant plea for action was made by a first-year teacher writing to her college dean: "Please to God, if you are going to send new teachers into urban schools, prepare them a bit more than I was prepared." Clearly, imaginative efforts to devise new methods of preparing teachers for the inner city must be developed and put into practice immediately. A restructuring is long overdue in both subject-matter content

and teaching methods in many teacher education programs. No greater priority faces teacher education institutions today.

A Possible Alternative

A partial solution to the dilemma of preparing teachers adequately to cope with the problems of inner-city education may be found in sociological theory as explained by Thomas and MacIver (1964). Thomas states:

> Preliminary to any self-determined act of behavior there is always a stage of examination and deliberation which we may call the *definition of the situation*. And actually not only concrete acts are dependent upon the definition of the situation, but gradually a whole life-policy and the personality of the individual himself follow from a series of such definitions.

MacIver expands upon this thesis by stating:

> In all conscious behavior the situation we assess, as preliminary to action, is in no sense the total objective situation. In the first place it is obviously not the situation as it might appear to some omniscient and disinterested eye, viewing all its complex interdependencies and all its endless contingencies. In the second place it is not the situation as inclusive of all the conditions and aspects observable, or even observed, by the participant himself. Many things of which he is aware he excludes from the focus of interest or attention. Many contingencies he ignores. The situation he assesses is one that he has selectively defined, in terms of his experience, his habit of response, his intellectual grasp, and his emotional engrossment. The dynamic assessment limits the situation by excluding all the numerous aspects that are not apprehended as relevant to the choice between alternatives. At the same time it includes in the situation various aspects that are not objectively given, that would not be listed in any merely physical inventory. For, in the first place, it envisages the situation as impregnated with values and susceptible of new potential values; and in the second place the envisagement is dependent upon the ever-changing value system of the individual, charged with memory of past experience, molded by the impact of previous indoctrination, responsive to the processes of change within his whole psycho-organic being.

Simplifying these concepts and applying them to teacher education, it may be concluded that a teacher will act according to his perceptions of a given situation; furthermore, his perceptions are shaped by his earlier experiences.

If this principle is accepted, it has significant implications for the modification of teacher education. Prospective teachers, described by Haubrich (1966) as being "on the rise in our society," attend teacher education institutions staffed by individuals with similar backgrounds and encounter a curriculum generally perpetuating the middle-class value system. These typically white, Anglo-Saxon, Protestant, middle-class teachers are equipped to teach in a school setting populated with similar pupils. However, when these teachers accept a position in an inner-city school, they frequently encounter a culture foreign to their own. Too often they find the values they hold in esteem are unknown to the pupils whom they teach. For example, honesty frequently is not considered a virtue. Pupils may have concluded that lying and deception are necessary for their existence in the ghetto. Stealing, perhaps, may be seen as a necessary weapon to be used in the war between the "haves" and the "have-nots." Police are viewed, not as community helpers, but as someone to be feared and outwitted. The virtues of thrift and saving may be unknown and irrelevant abstractions, and what little money there is can best be used for immediate gratification of needs. Cleanliness may not be seen as being next to Godliness, and for a mother with six children supported by meager welfare payments, it is next to impossible. The problems of somehow securing food to sustain the body and clothing to keep out the cold become paramount considerations.

If indeed this gulf exists between the experiences of the teacher and the environment in which the pupil has been caught, there is an inadequate basis for communication and understanding. Teachers will tend to see pupils as shiftless, lazy, dishonest, disrespectful, and immoral. Pupils are quick to sense these feelings and may become either antagonistic or apathetic. The teacher becomes disenchanted and the pupils alienated.

If this lamentable situation is to be corrected, it seems obvious that prospective teachers must be given experiences upon which to base realistic perceptions concerning the environment of inner-city children. Their personal "definition of the situation" must be enhanced. Obviously individual educational or social institutions will find it difficult to provide prospective teachers with

those experiences necessary for the development of realistic perceptions concerning inner-city teaching. However, a combination of these institutions working together in an urban setting could provide prospective teachers a much more comprehensive program than is presently offered at most colleges. Additional intensive preparation related to the psychological and sociological needs of inner-city children must be a part of pre-service education programs if teachers are to reverse the trend toward disintegration of inner-city schools.

Development of the Organization

The Cooperative Urban Teacher Education Program evolved with the foregoing considerations in mind. Its inception was the result of three separate and seemingly unrelated events occurring in the first half of 1966. In February, the American Association of Colleges for Teacher Education presented its Distinguished Achievement Award to Central Missouri State College for the Inner-City Teacher Education Project. This project was a joint venture between the college and the Kansas City, Missouri, public school system and was designed to help prepare teachers entering inner-city schools.

On June 1, 1966, the Mid-continent Regional Educational Laboratory, a non-profit private corporation, came into being. This laboratory, one of 20 such organizations authorized under Title IV of the Elementary and Secondary Education Act of 1965, Public Law 89-10, administered by the United States Office of Education, has as its major objective the improvement of educational practice in an area consisting of the major portions of Kansas, Missouri, Oklahoma, and Nebraska. Also in June, the National NDEA Institute was funded with the charge to improve programs for personnel who engaged in or were preparing to engage in the teaching of disadvantaged youth. Colleges and universities, in cooperation with school districts, were invited to develop components of a national program in order to:

(a) identify important issues in the preparation of teachers for the disadvantaged,

(b) clarify basic assumptions about the manner in which the issues might be resolved and specify the implications of these assumptions for the preparation of teachers of the disadvantaged, and

(c) conduct pilot projects or training programs which would be concerned with the identified issues.

At this time the director of the Central Missouri State College, Inner-City Teacher Education Program joined the Mid-continent Regional Educational Laboratory. Shortly after he joined the Laboratory, dialogues were held with the representatives of private liberal arts institutions that were interested in the problem of preparing inner-city teachers. From these conversations came the realization that liberal arts colleges offer a large, untapped source of potential inner-city teachers.

Growing out of these circumstances, a meeting of representatives from 13 liberal arts colleges in Missouri and Kansas, the public school systems of Kansas City, Missouri, and Kansas City, Kansas, and the Mid-continent Regional Educational Laboratory was held in the summer of 1966. These representatives were unanimous in their desire to explore methods for developing a cooperative program, and a decision was made to hold further exploratory organizational meetings. It was further agreed that a proposal should be submitted to the National NDEA Institute requesting funds for the development of such a program.

Out of the subsequent meetings came a name for the group—The Cooperative Urban Teacher Education Program (CUTE) — and an organizational structure. It was agreed that each participating institution would be entitled to one representative on the Urban Teacher Education Committee, and since students were to come from participating institutions, the program must conform to the standards of these institutions. Therefore, the committee assumed responsibility for development of the program, determining the policies guiding its operation, selecting participants for the program, and approving the instructional staff. Some of the major policies approved by the committee are listed below.

Eligibility. The program is open to qualified students from participating colleges. Applicants must be students who are preparing to teach in elementary or secondary schools. Each candidate must be approved by the department of education of his home campus and the chairman of the academic department in which he is majoring. A course in introductory sociology, although not required, is felt to be helpful to students in the program. Participants are to be primarily first-semester or first-term seniors. Married students are eligible for the program.

Academic Credit. Students receive a semester or term of academic credit from their home institution, the credit to be divided among student teaching, professional education, urban sociology, and mental health at the discretion of the participating institution.

Cost and Tuition. The cost of participating in the Cooperative Urban Teacher Education Program is no greater than the cost of a comparable period of study on campus. Students pay the regular tuition fees at their respective institutions for the term or semester in which the semester field experience is desired. Their eligibility for scholarship aids and loans is unimpaired by participation in the program.

Board and Housing. Students are responsible for paying their own food and housing costs while in the program. Housing is approved by the appropriate administrative officers of participating institutions. Room and board costs are comparable to campus costs for these items.

The Semester Field Experience. Students are required to spend a period of 16 weeks in Kansas City. Generally, the field experiences during this semester consist of the following activities:

(a) orientation to the educational problems of large urban communities by public school personnel;

(b) visits to schools and homes in urban deprived communities;

(c) conferences with personnel from public and private agencies concerned with the problems of a culturally disadvantaged, deprived society;

(d) contacts with inner-city children through classroom observa-

tion, playground supervision, tutorial programs, community-service schools, and community centered-activities;

(e) seminars before and after each of the field experiences to provide a basis for solutions to problems encountered, and

(f) an extended period of full-day student teaching in an inner-city school under the supervision of an experienced supervising teacher and a Cooperative Urban Teacher Education staff member.

Cooperative aspects of the program were based on the Urban Semester Program model developed by the Associated Colleges of the Midwest under the direction of Helen Berwald. The Inner-City Teacher Education Program of Central Missouri State College served as a prototype for preliminary thinking concerning program activities.

The first semester was begun in the fall of 1967 with 22 students. During 1967 three additional liberal arts and two state-supported universities joined the group.

The program was financed by a $12,000 planning grant from the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, a $15,000 grant from the Danforth Foundation, tuition rebates by participating colleges, support from the two Kansas City public school systems, the Mid-continent Regional Educational Laboratory, and the Multi-Purpose Training Center at the University of Missouri, Kansas City.

Development of the Curriculum

Rationale

As a basis for planning the Cooperative Urban Teacher Education Program, assumptions were developed regarding the society in which our schools operate, the kinds of individuals who will function effectively in this society, and the role of teachers in the education of individuals. These underlying assumptions have given direction to the organization of the curriculum content and program structure.

Since we are living in a democratic society and schools are provided by citizens for preparing young people to participate effectively in this type of social organization, it follows that schools should contribute to the effective operation of a democracy. One of the distinctive features of the democratic system as practiced in the United States has been its ability to adapt to the needs of a changing society. Traditionally, Americans have subscribed to the belief that generally the wisest decisions can be made and the greatest good to the entire society effected when the people as a whole participate in making decisions. Although actions have oftentimes fallen short of this belief, it remains a goal toward which schools must strive.

The changing nature of society and the individual responsibility for participation in decision-making obligate schools to prepare pupils who can become increasingly capable of making intelligent decisions based on evidence which they accumulate at any given time. If education in a democracy is to be effective, it must meet this obligation.

Authoritarian procedures which are necessary in a totalitarian society seem inappropriate in a democracy. The purpose of education in a free society is not to give answers to pupils but rather to teach pupils how to find answers to problems which confront them now or which may confront them in later years. Instead of memorizing facts, the pupil should be learning to investigate alternatives and propose solutions. This approach does not lessen the necessity for an intensive study of society's accumulated knowledge. However, it does mean that knowledge is not an end in itself, but has a wider application. Knowledge should be used for making decisions; it should be used for the solution of problems. Pupils, instead of accepting passively the pronouncements of the teacher, should be encouraged to question, to search, to reflect, and to perceive relationships. In short, they must become increasingly responsible for their own intellectual, social, and emotional development. Woodring (1957) summarizes this point of view clearly and succinctly by stating, "In a society of free men the proper aim of education is to prepare the individual to make wise decisions."

If schools are agencies provided by citizens for the purpose of educating youth to participate in a democratic society, it would seem that a teacher's first obligation is to teach democratically. This approach should enable pupils to become life-long learners who possess the necessary skills for wise decision-making after they leave school.

Unfortunately much confusion exists as to how this goal may best be accomplished. Some educators would plan the ideal social order – at least their version of it – and would seek to have their plan promoted in classrooms throughout the nation. From the pupils of today will come the leaders of tomorrow; these educators apparently feel it is their duty to indoctrinate pupils thoroughly to institute a new social design.

On the other hand, some educational leaders are busily engaged in preparing pre-packaged parcels of information which, when mastered, represent education for the pupil. Although these packages may be based on the best of present knowledge, pupils could conceivably be misled into thinking that, having completed the requirements of the program, they have final and absolute mastery of the content and that no further information need be considered. Thus, the end result could be little more than the maintenance of the status quo because individuals would see no need to keep abreast of the expanding frontiers of knowledge. Any attempt to impose upon pupils fixed, pre-determined ideas in a manner which makes adoption of no other ideas possible, or likely, would seem to conflict with our democratic ideals and to constitute an instructional method which should be rejected. Since both of these plans are based on the authoritarian principle of indoctrination, neither seems to be democratic.

Still other educators, motivated by a desire to improve upon teacher-dominated courses of study, have gone to the other extreme and adopted the idea of child-centered schools as the ideal. This philosophy seems to encourage teachers to "let nature take its course." Pupils would be entirely responsible for establishing their learning goals and for determining the means of accomplishing them. Theoretically, teachers would not know what projects

would be undertaken until the pupils had made their plans. This idea, even if it were followed consistently by teachers, does not seem to conform to democratic ideals. As Dewey (1916) pointed out, "merely to leave everything to nature was, after all, but to negate the very idea of education; it was to trust to the accidents of circumstance." Anarchy, rather than democracy, would seem to be the result of a completely child-centered curriculum. A learning environment dominated either by the teacher or the pupils does not seem to fit into the pattern of democratic educational aims.

A fourth alternative seems to provide the most logical solution. Bode (1940) posited this alternative when he stated:

> The central task of education, then, is to impart a realizing sense that we stand at a fork in a road. This reconstruction of experience is something that the individual must do for himself. There must be no indoctrination in the sense that the outcome is prescribed. A democratic philosophy of education rests on the faith that if the coming generation is given an opportunity to see the basic issue, democracy will win. It must win on these terms or it cannot win at all.

More recently John W. Gardner (1962), Secretary of the United States Department of Health, Education, and Welfare, recommended a similar approach:

> If we indoctrinate the young person in an elaborate set of fixed beliefs, we are insuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind, and the kinds of knowledge and understanding, that will be the instruments of continuous change . . . .

Instead of functioning as a source of all knowledge or merely as an interested bystander, the teacher assumes a different role. He presents information, raises new questions, and helps pupils reach conclusions in harmony with the available information. He becomes the director of a continuing research effort in which pupils share an increasing responsibility.

Such an approach by teachers would also modify the classroom role of pupils. They would be confronted with situations where the answer is not immediately apparent, where it would be necessary to pause, to look for possible solutions while taking into account all the information that can be secured, and finally to reach a conclusion on the basis of this information. On this basis,

pupils are encouraged to ask questions, to suggest alternatives, and to explore possible solutions. However, if the consideration is to be reflective, they are obligated to take into account all pertinent data that are discovered and to adopt conclusions which seem to be in harmony with these data.

Objectives

Because the existing teacher preparation structure does not provide experiences which will enable a teacher to survive in an inner-city school, and because the structure does not appear to encourage the development of teaching skills appropriate to the needs of inner-city pupils, many graduates of teacher education institutions seem incapable of dealing effectively with the unique conditions found in culturally disadvantaged areas.

With these considerations in mind it was assumed that a prospective teacher would be better prepared if he *(a)* understood both his own and his pupils' attitudes, insecurities, anxieties, and prejudices; *(b)* understood both his own and his pupils' environment and culture, *(c)* was knowledgeable of and competent in reflective teaching methods for inner-city learners.

The preparation of a teacher with these capabilities within the span of one semester seemed to require a distinctive program. Such a program dictated an interdisciplinary instructional staff including a mental health specialist, a sociologist, and teacher educators. In the summer of 1967, a staff was assembled which jointly produced a set of objectives for the program. These objectives, relating to teacher understandings, attitudes, and skills which presumably would enable a prospective teacher to teach effectively in an inner-city classroom, were defined as follows:

I. Understanding of Self:

   A. The student teacher utilizes his full range of spontaneous emotions in a manner conducive to an effective teaching-learning situation.

      1. He evidences ability to be amused, be excited, be enthusiastic.

2. He evidences ability to show anger, unhappiness, and displeasure toward inappropriate actions.

B. The student teacher admits his own knowledge limitations.
   1. He admits mistakes, if appropriate, in conveying information.
   2. He admits mistakes, if appropriate, because of lack of knowledge.

C. The student teacher is capable of perceiving psychosocial causes of behavior through an understanding of the social-cultural environment of children.

II. Understanding of Pupils:

A. The student teacher grasps differences between feelings and actions in pupils.
   1. He does not condemn pupils' feelings.
   2. He criticizes pupil actions when appropriate.
   3. He resolves conflicts among pupils in an objective manner.

B. The student teacher demonstrates ability to perceive emotional causes of behavior.
   1. He assists pupil verbalizations of feeling when appropriate.
   2. He deals effectively with strong emotional feelings of pupils.

C. The student teacher gives supportive response to pupil participation.
   1. He commends contributions by each pupil to ongoing activity.
   2. He encourages non-participants to make contributions.

III. Instructional Skills and Techniques:

A. The student teacher motivates pupils effectively.
   1. He introduces ideas in conflict.
      a. He introduces topics about which different opinions are held by society in general.

b. He promotes pupil discussion of topics about which differing opinions are held.

2. He capitalizes upon or builds awareness and interest in problems.
   a. He uses audio-visual media to build awareness or interest.
   b. He arranges classroom environment to stimulate interest.
3. He practices cooperative planning in developing an understanding of problems.
   a. He takes inventory of opinions, questions, and suggested activities.
   b. He develops or assists in the development of hypotheses from class discussion.

B. The student teacher provides for the organization of a variety of learning experiences to facilitate solutions to problems.
1. He assists pupils in defining the need for information.
2. He assists pupils in gathering source materials.
   a. He makes available to the class a variety of outside resource materials.
   b. He encourages pupils to initiate search for information.
   c. He provides for development of pupils' skill in note-taking and in recording information.
3. He assists pupils in evaluating source materials.
   a. He develops pupils' ability to distinguish between statements of fact and statements of opinion.
   b. He develops pupils' ability to evaluate the reliability of sources.
   c. He develops pupils' ability to detect bias in written or oral statements.
   d. He develops pupils' ability to recognize persuasive techniques.

4. He provides opportunity for different types of pupil activities.
   a. He provides opportunity for individual learning activities based on pupil interest and capability.
   b. He provides opportunity for small group learning activities.
   c. He provides opportunity for large group learning activities.
5. He asks provocative, answerable, and appropriate questions which involve pupils actively.
   a. He asks questions which require demonstration of pupil understanding rather than memory.
   b. He asks questions that are phrased in such a way that they are understood by pupils.
   c. He attempts to involve all pupils in discussion.
   d. He probes for knowledge beyond information given by pupils.
6. He shows sensitivity to pupil reactions as he moves pupils to a solution of a problem.
   a. He solicits pupil reactions from clues.
   b. He modifies course of action as situation warrants.

C. The student teacher demonstrates ability to summarize and interpret information effectively.
1. He periodically consolidates information.
   a. He [illegible] does connections between previously acquired information and present problem.
   b. He provides time for presentation of committee summary.
2. He assists pupils in developing summarization and interpretation skills.
   a. He provides for development of oral and writing skills related to summarization activities.
   b. He requires consideration of all available data.

3. He assists pupils in reaching warranted conclusions.
   a. He points out inconsistencies in pupils' conclusions.
   b. He questions adequacy of data presented as basis for conclusions.
   c. He probes to determine if conclusions other than those drawn by pupils could be logically drawn.
4. He provides opportunities for conclusions to be tested when feasible.

Framework

After identifying the above behaviors, the instructional staff turned its attention to the selection of relevant curriculum content related to mental health, sociology, and the development of teaching skills. The next step was to order the scope and the sequence of the content into a curriculum framework.

Research at the University of Texas, supported by a National Institute of Mental Health grant, and later work continued under a United States Office of Education grant to the University of Texas Research and Development Center seemed consistent with the purposes of the CUTE program. A description of the Texas program in the 1967 *Association for Student Teaching Yearbook* poses three basic premises which were particularly pertinent:

> The first premise was that the teacher's primary job is to maximize significant or experiential learning in students, i.e., learning which makes a difference in the individual's behaviors.
>
> A second premise was that teachers teach far more than just intellectual content in their total interaction with students. Students learn from teachers' attitudes and ways of responding which comprise part of their ability to cope, but which teachers may not be conscious of teaching. Whether there is, in the strict sense, incidental or unintentional learning is an as yet, unanswered question. There appears to be little doubt, however, that there is incidental teaching. To adapt an adage, what teachers *are* speak so loudly that students cannot hear what they say.
>
> A third premise was that changing what teaching does involves more than changing what the *teacher* does. If changes are to occur in what

> teaching does (i.e., in students' experiential learning) changes need to occur *in teachers* too; in how they think, feel, and respond, as well as in what they know; in short, in *their*, the teachers' experiential learning. If this is so, the teacher preparation institution's primary job is to maximize experiential learning for prospective teachers.

Much of the work being done at the Texas Research and Development Center is concerned with the psychological complexity of teacher preparation and with students as they participate in the teacher education process. A concerted, intensive effort was made by the Research and Development Center staff to ascertain anxieties and problems faced by students during the process of teacher education. The following procedure was used:

> In order to secure frank statements from student teachers about their real concerns as these developed through the student teaching experience, it was necessary to create an environment which they perceived appropriate for free expression.
>
> A prior review of the case notes of approximately two hundred confidential, depth, exit interviews with individual, graduating student teachers in this population had indicated that student teaching was generally regarded as crucial and often stressful, that the student teachers rarely voiced their failures, and that a protected but purposeful environment would be necessary to insure honest self-report.
>
> Dr. Geneva Pilgrim had suggested that student teaching seminars, already a part of teacher preparation, become "counseling oriented seminars." These were similar to what is sometimes called an intensive group experience or to the T-group mentioned by Carl Rogers in an earlier chapter of this volume. Between 1960 and 1962, groups of five to nine student teachers met once a week for two hours for the twelve to fourteen weeks of their student teaching semester with one or two experienced counseling psychologists. These counselors did not structure sessions or provide leads for topics. They maintained confidentiality; they did not contribute to evaluation or grading of student teachers. University supervisors who assigned course grades were not present during any of the discussions used as data in the study of teachers' concerns.

From these seminars emerged a sequence of concerns, listed in six stages, which student teachers appeared to experience from the beginning of observation to the end of student teaching. These stages were categorized as follows:

Stage 1 – Where Do I Stand?

Concern with assignment (school, cooperating teacher, university supervisor); concern with power structure of the school,

rules of the school, orientation of the principal; concern with the physical plant (library, projector, etc.).

Stage 2 – How adequate am I?

Concern with subject matter adequacy and class control.

Stage 3 – Why do they do that?

Concern with individual problem students, strange behavior, especially aggressive, fearful, withdrawn, regressive and masochistic.

Stage 4 – How am *I* doing?

Concern with estimation of student teaching grade, dependable evaluation.

Stage 5 – How are they doing? (pupils)

Concern for pupil goals (will the class remember the material, are they interested?).

Stage 6 – How does what I am influence them?

Concern with self-evaluation of the interaction between teacher and children.

This sequence of concerns served as the framework for the sequential development of curriculum activities. The instructional staff realized there were basic differences between the teacher education program at the University of Texas and the CUTE program. At the University of Texas, students participated in the entire teacher education program of that institution; in the CUTE program students entered who had already begun the teacher education sequence at their home institutions and were volunteering to join the Cooperative Urban Teacher Education Program during the semester in which they were eligible for student teaching. In spite of this difference, it was agreed that student concerns should be the focal point of curricular activities.

Each member of the instructional team determined what content within his discipline would be most appropriate to alleviate the anticipated concerns of students. After the general formulation of content was determined, major concepts and pertinent activities were developed by each staff member and a tentative

calendar of activities for the semester was constructed. Concepts and activities were projected only through the first three stages of the concerns. Since "stage 4" implies that students are engaged in student teaching, the staff decided that the individual experiences of participants would vary to such a degree that specific activities appropriate to all students would not be feasible.

MAJOR CURRICULUM CONCEPTS

Major concepts central to the purpose of the curriculum were developed through the use of seminars, related field experiences, and student teaching. The instructional staff sought to use inquiry techniques designed to promote independent decision-making on the part of seminar participants. The staff attempted to teach as they hoped the prospective teachers would teach. Interaction analysis, child study techniques, micro-teaching, case studies, observation, participation, and involvement with both children and adults from the inner-city community were integral elements of the instructional strategies employed.

Major Concepts and Activities in Teacher Education

Students entering the CUTE program have already begun their teacher education sequence of courses. Because they have attended a number of different institutions—all with somewhat different requirements—they do not possess a common body of educational information. The teacher education portion of CUTE sought to provide students with a general set of concepts pertinent to the development of teaching skills, with special attention given to the problems of teaching in an inner-city school.

A set of assumptions dealing with the teaching-learning process in general were presented by the staff early in the semester. It was hoped the teaching of concepts based on these assumptions would result in the development of the teaching behaviors set forth in the stated objectives for the program. Although the teacher education staff was influenced greatly by educators such as Ernest Bayles, Morris Bigge, Arthur Combs, Nathaniel Cantor, and Earl Kelley, students were not arbitrarily forced to accept a particular set of specific educational principles. They were required to consider a variety of alternate assumptions concerning the teaching-learning process and to select a course of action consistent with the assumptions they might make. Similarly, they were not forced to accept a specific set of teaching strategies, but were required to

analyze systematically different teaching styles and to develop individual strategies that were in harmony with the teaching-learning assumptions they had accepted.

Activities, such as analysis of classroom films, live classroom observations, and micro-teaching, were geared to the major concepts under consideration at any given time. Participation in field activities and seminar consideration of educational concepts were conducted in relation to student concerns. Informality was the keynote of all seminar sessions. Students were free to question, disagree, take issue with, or ask for further clarification from staff members. Although the instructional staff could anticipate many concerns held by students, it was obvious that a completely structured "teaching-package-approach" could not be utilized. Thus, it was not anticipated by the staff that on the morning of the first day of the second week of every semester all students would be vitally interested in the same course content. Activities and related seminars grew out of unique circumstances as they occurred. However, it should be noted that there were ample opportunities to consider the following major concepts in any given semester:

STAGE I: WHERE DO I STAND?

Focus and Function of the Teacher

I. Major concept:

The teacher's responsibility is limited by his professional preparation and a description of the duties for which he is employed.

II. Pertinent activities:

A. Presentation and analysis of a case study.

B. Consideration of the following questions:

1. Does the teacher have total responsibility for what happens in his classroom?
2. Is the teacher responsible for the total development of the child?
3. Can we define tentatively the functions of a teacher?

C. Visits to assigned schools.
D. Field trips to Board of Education Building, Kansas City, Kansas and Kansas City, Missouri.
E. Visits to inner-city homes with home-school coordinators, Kansas City, Missouri.

Assumptions Regarding the Teaching-Learning Process

I. Major concept:

Desirable teaching behaviors can be defined in terms of psychological, sociological, and philosophical assumptions.

II. Pertinent activities:

A. Consideration of the following questions:
1. How shall we define teaching? Learning?
2. How can we distinguish between autocratic, democratic, and laissez-faire teaching behavior?
3. How shall we define truth, and what are the implications of our definition for teaching behavior?
4. Based on the above conclusions, what constitutes desirable teaching behavior?

B. Observation in assigned schools.

STAGE II: HOW ADEQUATE AM I?

Analytical Study of Teaching

I. Major concepts:

A. Objective systematic observation of teaching behaviors yield the most meaningful data for the study of teaching.
B. The objectives of the instructional period should determine the frame of reference for describing teaching behaviors.
C. The analysis of teaching behavior must be done within the framework of the total classroom situation.

II. Pertinent activities:

A. View films and video tapes of teaching-learning situations.

B. Consideration of the following questions:
   1. What behaviors did you see?
   2. What behaviors do you think are most important? Why?
   3. What frame of reference did you use in reaching the above conclusions?
   4. What other frames of reference might be used?
   5. How can observations be made more objective?

C. Introduce interaction schedules and discuss frames of reference from which objective observations may be used.

Developing Teaching Strategies

I. Major concepts:
   A. Learning outcomes are dependent upon the establishment of instructional goals.
   B. The selection of a methodological approach must be consistent with teaching-learning assumptions.

II. Pertinent activities:
   A. Development of lesson plans for micro-teaching situations.
   B. Micro-teaching experiences to practice teaching skills related to motivation.
   C. Class analysis of micro-teaching sessions utilizing interaction schedules.
   D. Consideration of the following questions:
      1. How can I best plan to achieve my objectives?
      2. What behavior models are appropriate for the following type instructional units:
         a. Atomistic specific objectivism.
         b. Conceptual specific objectivism.
         c. Problem-solving.
   E. Observation of teacher in assigned classroom to ascertain teaching strategies employed.

STAGE III: WHY DO THEY DO THAT?

Individualization of Instruction

I. Major concepts:
   - A. Individualization of instruction is a valued educational goal.
   - B. Knowledge about the child and his environment is essential to this process.
     1. Biographical data is useful in diagnosing and prescribing learning tasks for individual pupils.
     2. Knowledge from the area of child development has implications for individualization of instruction.

II. Pertinent activities:
   - A. Initiate case study of a pupil with whom student teacher will be working.
   - B. Micro-teaching experiences to practice teaching skills related to probing techniques.
   - C. Continue class analysis of micro-teaching sessions.
   - D. Consideration of the following questions:
     1. What information about the child is necessary to individualize instruction?
     2. What are best sources for this information?
     3. How can these data be organized and evaluated to be made most useful?
     4. How can these data be built into the total instructional design?

Developing Sensitivity to Pupil Reactions

I. Major concepts:
   - A. The teacher can become skilled in ascertaining the success of his teaching strategies by becoming sensitive to both verbal and non-verbal cues provided by pupils.
   - B. The effectiveness of a teaching strategy may be determined by the interest generated by the total class.

II: Pertinent activities:

A. Observation and participation in assigned classrooms.
B. Continue micro-teaching experience in the practice of teaching skills related to positive reinforcement of pupil responses.
C. Continue class analysis of filmed demonstrations and micro-teaching sessions.
D. Consideration of the following questions:
   1. What techniques may be used to determine the success of teaching strategies?
   2. In what ways might pupils indicate their feelings concerning a particular teaching strategy?
   3. When should a teaching strategy be modified?
   4. What basis should be used to determine the effectiveness of a teaching strategy?

Developing Pupil Responsibility

I. Major concepts:

A. Learning is personal and comes through pupil-teacher interaction and joint participation in the learning act.
B. A major role of the teacher in the enhancement of self-directed learning is that of providing opportunities for, and experiences in, a logical approach to the resolution of cognitive conflict.

II. Pertinent activities:

A. Observation and participation in assigned classrooms.
B. Preparation of lesson plans based on concepts developed in seminars.
C. Continue micro-teaching experiences in the practice of teaching skills.
D. Continue class analysis of micro-teaching sessions.
E. Consideration of the following questions:
   1. What do we mean by the term, "pupil responsibility for learning"?
   2. How might this type of pupil behavior best be developed?

3. How might teacher behavior restrict such responsibility for learning?

Reaching Tentative Conclusions

I. Major concepts:
   A. The quality of a conclusion reached by participants in a learning situation may be determined by the adequacy of the evidence upon which the conclusion is based and the harmony of the conclusion with such evidence.
   B. Conclusions reached by a teacher in any given instructional unit have no greater validity, as such, than those of a pupil. Both must be judged by the criteria of adequacy and harmony.

II. Pertinent activities:
   A. Observation and participation in assigned classrooms.
   B. Preparation of lesson plans based on concepts developed in seminars.
   C. Continue micro-teaching experience in the practice of skills related to reaching warranted conclusions.
   D. Continue class analysis of filmed demonstrations and micro-teaching sessions.
   E. Consideration of the following questions:
      1. Does every pupil have a right to his own opinion concerning a given problem?
      2. If opinions differ, how might these differences be resolved?
      3. Which methods appear to be more nearly consistent with your assumptions regarding the teaching-learning process?
      4. What seems to constitute the most logical basis for reaching conclusions?
      5. Is the teacher always right?
      6. Is the teacher right more often than pupils?
      7. If pupils and teacher disagree on the solution to a problem, whose conclusion should prevail? Why?

Major Concepts and Activities in Sociology

The content of the sociology portion of CUTE was designed to aid the prospective teacher in exploring several factors which influence inner-city education:

(a) the school,
(b) the inner-city community,
(c) the sociological aspects of teaching and learning styles appropriate to the inner-city setting,
(d) the social philosophy of the teacher, and
(e) the nature of social deviance.

The objective was not only to present the student teacher with a view of the immediate setting, but also to indicate how factors at other levels of society shape personal growth. Prospective teachers were not viewed as helpless individuals adrift on an uncontrollable sea of social forces. They were encouraged to examine a multitude of forces – the inner city, the school, social stratification and the like – to determine how these may be utilized to effect a more realistic educational experience and how the teacher, in a strategic niche, may become a change-agent in varying degrees. Ultimately, even after a rigorous examination of these forces, a student teacher must make a value-judgment as to what socio-cultural and educational assumptions he must choose; for to a large extent, his teaching-learning strategies, techniques, and goals will be based on these orientations and assumptions. Hence, the sociological curriculum looked not only at *what is*, but posed the broader question of what society could or should be.

The associated activities solidified, in a supplementary and complimentary fashion, the concepts and principles discussed in seminars. To a large extent the activities, a form of "sensitivity training," were designed to minimize culture-shock, to aid the student teacher in interpreting the world through the eyes of the pupils, and to provide an experiential base for applying the concepts and principles to field observations. Consequently, they could "see" and interrelate the principles and field observations, as well as check the reliability and validity of the concepts. The socio-

culture frame of reference can be made more real and can be expanded or contracted according to empirical referents; the emphasis, then, was on conceptual application to education in its environmental context.

STAGE I: WHERE DO I STAND?

Social Organization of the School

I. Major concept:

A knowledge of the social and power structure of the school will enable the new teacher to allay some of the fears and anxieties upon encountering a new situation as well as permitting him more control over his environment.

II. Pertinent activities:

A. Consideration of the following questions:

1. How are formal and informal relationships structured within the school environment?
2. What are the ideologies and beliefs of personnel at various levels, and how do these affect the teacher's behavior?
3. What mechanisms for social change exist within the school, and what are their advantages and disadvantages?
4. What are the characteristics of "inner-city" and "common-man" schools, and what might the new teacher expect when introduced into these kinds of schools?

B. View and discuss films about inner-city schools.

C. Sensitization to relevant sociological concepts and their application to observations in the child case study and in the school setting.

D. Census tract study and observational visits to areas served by schools where student-teaching will occur – report on community study.

E. Analysis of handouts on the social organization of schools, emphasis on those with largely low-income pupils.
F. Speakers from inner-city schools.

STAGE II: HOW ADEQUATE AM I?

The Nature of the Low-income Community

I. Major concept:

A knowledge of the environment, culture, and social organization of the poor is a necessary prerequisite for teaching in an inner-city school.

II. Pertinent activities:

A. Consideration of the following questions:
   1. What is the nature of the American socio-economic system, and where do the poor fit into it?
   2. What is the relationship between environment (physical and social structure) and the culture of the poor?
   3. What racial, ethnic, socio-economic, familial, regional, and ecological variations exist within the inner-city poor community, and how do they trigger diverse sub-cultures with different orientations and needs?
   4. What interactions and results do various institutions (e.g., educational, legal, etc.) have with the low-income community?
   5. What interpretations are placed on lower-class behavior by middle-class teachers and vice versa, and what effects do these have in terms of pupil self-image and alienation?

B. Field trips to agencies which deal with the low-income community (e.g., Human Relations Corporation, Council for United Action, Urban Renewal, etc.)
C. Evening experiences with youth in community centers.

D. View and discuss films on poverty and inner-city.

Developing Teaching Strategies for Inner-city Schools

I. Major concept:

The poor can be reached by knowing how to employ their learning styles.

II. Pertinent activities:

A. Consideration of the following questions:
   1. Do the poor have a culture that can be utilized in the learning process?
   2. What are the interests, needs, perceptions, and beliefs of the poor and what can they teach *me?*
   3. What teaching styles and curricula are congruent with these orientations, needs, and interests?
   4. How can I enhance the self-image and broaden the alternatives and achievements of the pupils?

B. Field trips to ethnic areas and discussions with representatives of various ethnic groups.

C. Observation of cultural activities of various groups.

D. Content analysis of Negro and country music radio stations to dramatize value orientations.

E. Discussions with teachers who have used ethnic materials in the classroom.

F. Analysis of handouts, books, films, tapes, and records on ethnic minority history, culture, and arts.

Sociological Assumptions of Teaching

I. Major concept:

There are goal-assumptions of the teacher which must be made explicit.

II. Pertinent activities:

A. Consideration of the following questions:
   1. What are my assumptions about where these students will be – and where I would like them to be – in 15 years? Is this reflected in my teaching?

2. What do these pupils lack in "social equipment" to operate in an industrial, automated, technological, urban, leisure society – both in the immediate future and in several decades? Am I really preparing them for this? Am I prepared for this?
3. Are there aspects of the culture of poverty – or any traditional culture – that should be cultivated, or should they all be destroyed?
4. What effects does the acculturation process have on minority group youth and is this (culture "bleach job") a better goal than cultural pluralism?
5. At what socio-economic level and life style am I preparing these students to operate? Can they operate at more than one level (i.e., "the best of both worlds" or "9-5 middle-class" approach), or will this society permit such "marginal" men?
6. In short, do I want to see these pupils eventually becoming white Anglo-Saxon, middle-class types, *or* do I lay out *all* alternatives, provide meaningful "opportunity structure" to achieve any of these ends, and leave it to the student to decide his own destiny regardless of his eventual social status? Do I have a right to make these sorts of decisions for the pupil?
7. Am I teaching for the status quo or for social change? Am I satisfied with this society – are the pupils?
8. What goals and consequences are most congruent with self-directed learning, independent decision-making, and non-authoritarian government?

B. Speakers from the ghetto and the Negro middle-class.

STAGE III: WHY DO THEY DO THAT?

Social and Psychological Problems

I. Major concept:

The nature of deviant behavior and social disorganization in the poor community has classroom ramifications.

II. Pertinent activities:

A. Consideration of the following questions:
   1. Is poverty a "cause" of deviant behavior?
   2. How do the schools and other "respectable" institions create and/or perpetuate deviant behavior?
   3. What problematic behaviors arise in the classroom, and what coping mechanisms are appropriate for handling them?
   4. What community resources are available to the teacher with problem youths, and how adequate are they?
   5. What is the nature of some prevalent social problems among inner-city youths?

B. Visits and observations at police stations, probation, parole, gang prevention, and detention facilities.

C. Role-playing problem situations.

D. Observations in assigned classrooms.

Major Concepts and Activities in Mental Health

Basic to the development of the CUTE curriculum was the conviction that an insecure teacher is incapable of fulfilling adequately the role of a professional teacher. A competent teacher must be emotionally mature; he must understand his own prejudices, attitudes toward authority, and defense mechanisms. This self-knowledge is a prerequisite to understanding pupils and to encouraging their growth toward self-understanding.

Three main goals were pursued in this aspect of the CUTE program during the mental health seminars:

1. To help prospective teachers discover and discuss unresolved feelings about themselves and their relations with those around them (peer, parents, teachers, etc.).

   Since teachers are more than purveyors of facts, more than examiners for factual content, more than disciplinarians, considerable attention must be paid to the total personality of the prospective teacher. Next to parents, teachers are the most

important adult identification figures in a child's life. It may be only a slight exaggeration – or no exaggeration at all – to say that what a teacher is has more importance than what a teacher knows. Even though much emphasis was placed on this aspect – development of greater self-awareness – it was not conceived of as group therapy.

2. To support the student teachers personally and professionally and to help maintain their morale at an optimal level.

   The prospective teacher has survived many crises in life prior to this experience, for example, leaving home to go to college, or leaving the safety of the campus to enter the CUTE Program. But, during this period of student-teaching *the first major crisis in the professional life of the teacher* occurs. It is comparable to the clinical clerk, or to the young intern in the field of medicine. The change from student status to professional status is the critical issue that puts special stresses on the prospective teacher. Special stresses considered most vital are: *(a)* the realization by the student teacher that he is under close observation by the supervising teacher; *(b)* the feeling that he is not yet a teacher, since he does not have his own class nor his own classroom, perhaps not even his own lesson plan; *(c)* the fact that a "generation gap" between the student teacher and the supervising teacher might exist or that personality clashes might flare up; *(d)* the awareness of the limitations of the supervising teacher (e.g., excessive defensiveness, anxiety, rigidity, prejudice, *lack of skill, or lack of* adequate understanding of the children).

3. To teach prospective teachers as much as possible during this one semester about the emotional and psychological development of the child.

   The viewpoint of psychoanalytic child psychology encompasses the most comprehensive and integrated knowledge of the emotional aspects of childhood. Unfortunately these psychoanalytic concepts of childhood development have not been integrated into the professional education of prospective teachers.

The curricular materials were focused on problems brought up by seminar participants, and discussions were usually centered around problems encountered in the classroom. Not only were individual problems discussed, but also the entire background of the pertinent aspects of childhood development and its aberrations. Outside readings were recommended from time to time.

Seminars were free-floating discussions in which students were free to state a problem, ask for help, assist others with suggestions or advice, or take up professional, administrative, or personal issues. The seminar moderator tried to keep the discussion focused on the main issue and acted as a resource person when requested or when specific technical information was needed.

STAGE I: WHERE DO I STAND?

Increasing Self-Awareness

I. Major concept:

Prospective teachers have many unresolved feelings about themselves and their relations with those around them.

II. Pertinent activities:

A. Continued analysis of case studies introduced in teacher education seminars.
B. Discussion of reactions to experiences in assigned schools.
C. Discussion of reactions to inner-city field trips.
D. Consideration of the following questions:
   1. What should be the relationship between CUTE faculty and students?
   2. What problems are encountered in developing new relationships with other CUTE students?
   3. What are student expectations for the semester?
   4. How do students perceive their role in the assigned schools?
   5. How can individuals deal constructively with their feelings?

STAGE II: HOW ADEQUATE AM I?

The Student as a Prospective Teacher

I. Major concept:

There is a relationship between what a person is and his classroom functioning.

II. Pertinent activities:

A. Analysis of classroom observations and reactions to teacher and pupil behavior.

B. Discussion of reactions to home visits made with home-school coordinators.

C. Consideration of the following questions:

1. Should a teacher always be right?
2. How do I feel about pupils, and what will I do about my feelings?
3. How can I control pupils?
4. What did I see in classroom observations, and how do I evaluate them?

D. Analysis of films and video tapes of classroom situations.

E. Discussion of micro-teaching experiences.

STAGE III: WHY DO THEY DO THAT?

Increasing Understanding of Pupils

I. Major concept:

The emotional development of individuals is sequential and proceeds according to well-established laws from birth to maturity.

II. Pertinent activities:

A. Discussion of assigned case studies of inner-city pupils.

B. Integration of descriptive data collected with known processes of childhood development including:

1. Basic concepts of psychoanalysis.
2. Psycho-sexual development of the child.

3. Psychic reality and its relation to behavior.
4. "Model of the mind."
5. Anxiety as a motivation of behavior.
6. Non-verbal communication.

C. Discussion of classroom observations and reactions from students.
D. Analysis of films and video tapes.
E. Reactions to home visits in the inner city.
F. Discussion of micro-teaching experiences.

ASSESSMENT OF THE PROGRAM

Evaluation during the first year of the CUTE program consisted of trying out instruments and data-collecting devices, and of probing collected data for information which would indicate the effects of the program on students. Instruments and data-collecting devices were selected in order to collect data which would allow inferences to be made about student attitudes and teaching behavior. Since there was not time to develop instruments relating directly to the objectives – understanding of self, understanding of pupils, and knowledge and skill in reflective teaching techniques – instrumentation was sought which would allow inferences to be made about related outcomes.

By the end of the second semester, eight instruments were incorporated into the battery of data-collecting devices. A description of these instruments will aid in better understanding the kinds of attitudes and behaviors which were deemed to reflect measured outcomes of the CUTE program.

Instrumentation

D-Scale

The "Dogmatism Scale," developed by Rokeach (1960), was used in an effort to assess openness of the belief-disbelief system of students. The test form used was a modification of Rokeach's Form E version, as revised by Hough. Briefly, the "D-Scale" is said to measure the openness of one's belief-disbelief. The higher the score the higher the degree of closed-mindedness, and the lower the score, the higher the degree of open-mindedness.

The "D-Scale" was used in this study for three somewhat related possibilities: *(a)* the experiences of the CUTE program might cause students to become more open-minded, *(b)* a student's belief-disbelief system might influence his reactions to the CUTE experiences, and *(c)* differences found between CUTE students and comparable students on other measures might be a function of their relative openness rather than differences in education.

Teaching Situation Reaction Test

The "Teaching Situation Reaction Test," developed by Duncan and Hough (1966), is a test in which the examinee is required to rank alternative solutions to various classroom situations posed as being in an inner-city classroom setting. The "TSRT" was used to provide data relevant to several of the dimensions which the instrument attempts to assess: *(a)* the type of teacher classroom control – indirect versus direct, *(b)* the classroom relationship between teacher and pupils – pupil-centered or teacher-centered, *(c)* the approach the teacher takes to classroom problem-solving – objective versus subjective, and *(d)* the approach the teacher has toward classroom methodology – experimental versus conservative.

Answers were sought as to whether the students might be seen as more indirect, more pupil-centered, more objective, or more experimental in classroom situations as a result of their experiences in the CUTE program, and also as to whether CUTE students might differ from comparable students in their perceptions as to which teacher behaviors were most appropriate in given situations.

Self-Report Inventory

The "Bown Self-Report Inventory" (1961) yields attitude scores on eight distinct factors. These eight factors are "self," "others," "children," "authority," "work," "reality," "parents," and "hope." In addition, the instrument yields a total score and a score indicating the intensity of the responses.

Semantic Differential

The "Semantic Differential" is an instrument which yields information about the meaning respondents attach to various topics. The topics used were "teachers,""principals,""pupils," "grading," "lecturing," "class discussion," "public schools," "my teaching." A ninth topic, "volunteers," was added during the second semester. Twelve pairs of adjectives were used for each topic. The examinee responded by marking a seven-point scale between each pair of

adjectives. Each topic yielded three scores: evaluative, potency, and activity. The attitudes expressed by students toward the topics included in this instrument were thought to be important in terms of the program objectives.

Minnesota Teacher Attitude Inventory

Of the instruments used in assessing the CUTE program, the "Minnesota Teacher Attitude Inventory" (1951) is probably the most widely used and the most well-known. Numerous studies have been reported establishing the usability, reliability, and validity of this instrument. The inventory consists of 150 statements designed to sample opinions about teacher-pupil relationships.

Cultural Attitude Inventory

The "Cultural Attitude Inventory" was devised by Skeel (1966) in order to estimate an index of teacher compatibility in culturally deprived schools. As modified, there are two sub-scale scores in addition to the total score. One is a reflection of the respondent's knowledge regarding culturally deprived school children, and the other is a reflection of the respondent's attitude toward these children.

Z-Scale

The "Pensacola Z-Scale" (1957) is a 66 item forced-choice questionnaire designed to measure personal autonomy. However, in this case the instrument scientist was otherwise disposed; several studies have found that volunteers score significantly higher on the scale than do non-volunteers.

Since all CUTE students were volunteers for the program, it was thought this factor might have influenced their progress, attitudes, and behaviors. An additional possibility was that should they differ significantly from a comparable group on the basis of "volunteerism," other comparisons with non-volunteers would be less meaningful. Therefore, this measure served as a co-variant in the statistical analysis.

McREL Interaction Analysis

The "McREL Interaction Analysis" is a 16-category modification of the 10-category classroom observation system of Flanders (1967). It was used in this study to obtain data regarding the classroom teaching behaviors of CUTE students and of a comparable group. The 16 categories are listed below:

1. Teacher accepts pupil feelings.
2. Teacher praises or encourages pupil.
3. Teacher accepts, clarifies, or uses pupil ideas.
4. Teacher asks questions.
5. Teacher lectures or gives information.

N. Teacher allows pupil to respond by calling his name.

6. Teacher gives directions to pupil.
7. Teacher criticizes or justifies authority.
8. Pupil responds to teacher-initiated question.

8g. Pupils respond in unison to teacher-initiated question.

9. Pupil initiates verbal contact.

00. Silence or confusion.
01. Silent individual work.
02. Constructive group work.
03. Rowdyism, extreme confusion.
04. Change of behavior from one pupil to another.

Trained observers classified teacher-pupil conversation by recording the appropriate category number every three seconds. After observations had been recorded, frequencies of the observed, categorized behaviors were tabulated. Analysis was made by converting these frequencies to percentages based on the total number of tallies for an observation. The MIA data were used to determine whether CUTE students became more indirect in their teaching, as indicated by the ratio of pupil-talk to teacher-talk.

In addition to data provided by the data collection devices described above, other kinds of data were also collected. They consisted of: *(a)* biographical data, limited background information about the students, *(b)* data concerning the location of CUTE graduates in the semester following their enrollment in the program, *(c)* staff ratings, evaluations by the staff of the achievement

level of each CUTE student by the program's instructional staff, *(d)* sequence of concerns, weekly written statements by students regarding their most immediate and pressing concern at that time, *(e)* weekly reaction report, statements of student feelings about the CUTE program experiences, and *(f)* student logs which students kept throughout the program.

Data Collection

The number of instruments used during the first year varied each of the six testing times. Table I contains the schedule of testing, the instruments used for each of the two CUTE semesters, and the number of CUTE students from whom data were collected.

The three testing times were at the beginning of the 16 weeks, T_1; in the middle of the 16 weeks, T_2; and at the end of the 16 weeks, T_3.

During the second semester a comparison group of students was established. These were students participating in student teaching at approximately the same time as the CUTE students, however, not necessarily in the same schools. The comparison students were enrolled in three area universities, two of which were participating in the CUTE program. The schools the comparison group students were practice teaching in were urban, suburban, and inner-city schools in approximately six different school districts.

Table 2 contains the data-collection schedule for the comparison group, the time of testing, and the number from whom data were collected.

TABLE I

Data Collection for CUTE Students

Semester	Instrument	Number and Time		
		T_1	T_2	T_3
Semester 1	D-Scale	22	22	22
	Teaching Situation Reaction Test	22	22	22
	Self-Report Inventory	22	22	22
	Semantic Differential	22	22	22
	McREL Interaction Analysis	--	22	22
Semester 2	D-Scale	18	18	18
	Teaching Situation Reaction Test	18	18	18
	Self-Report Inventory	18	18	18
	Semantic Differential	18	18	18
	Minnesota Teacher Attitude Inventory	--	17	18
	Cultural Attitude Inventory	--	17	18
	Z-Scale	--	--	18
	McREL Interaction Analysis	18	18	18

TABLE 2

Data Collection for Comparison Students

Instrument	Number and Time	
	T_1	T_2
Biographical Data	13	23
D-Scale	13	32
Teaching Situation Reaction Test	13	36
Self-Report Inventory	13	36
Semantic Differential	13	35
Minnesota Teacher Attitude Inventory	13	35
Cultural Attitude Inventory	13	36
Z-Scale	--	34
McREL Interaction Analysis	--	23

Analysis of the Data

Analysis of the data was effected through the use of computer programs utilizing analysis of variance between groups and for repeated measures. Where *F* ratios proved statistically significant, *t*-tests were applied to determine at which time the significant change occurred.

The number of statistical comparisons made for the repeated measures for each semester was quite large; therefore, rather than include a complete report of the findings a summary indicating salient trends follows.

The "D-Scale" scores of the CUTE students reflected no significant change during the CUTE program experience and were not significantly different statistically from those of the comparison group. The "D-Scale" was also used as a co-variate for analysis within the CUTE group across time and for analysis with the comparison group students. Such statistical matching, however, did not change any of the findings reported on other measures. It was concluded that the CUTE students' belief-disbelief system was stable and was not different from non-CUTE students.

Three instruments seemed to be sensitive to changes and reflected statistically significant differences over time and/or between CUTE students and comparison students.

The "Teaching Situation Reaction Test" revealed a statistically significant difference between CUTE students and comparison students at T_3. This difference was in a favorable direction, i.e., CUTE students were more indirect, more pupil-oriented, more objective, and more experimental than the comparison group. This instrument also showed a statistically significant gain for both semesters of CUTE students from T_1 to T_3, although the times at which the change occurred within the 16 weeks differed.

A second test which reflected a favorable change was the "Minnesota Teacher Attitude Inventory." The scores of second semester CUTE students "improved" from T_1 to T_2, significant at the .01 level. Also the CUTE students scored significantly higher statistically than those of the comparison group at T_3.

The third instrument which reflected changes was the "Cultural Attitude Inventory." Results of the analysis revealed that CUTE students' mean total scores were significantly higher statistically from T_2 to T_3 and were also significantly higher when compared to the comparison group. This instrument indicated CUTE students were more compatible with teaching in culturally deprived schools.

Results of the "McREL Interaction Analysis" data varied from one semester to the next for CUTE students; however, CUTE students were less direct in statement and classroom control than the comparison group, and the amount of pupil talk was greater in CUTE students' classrooms.

Probably the most convincing evidence as to the success of the CUTE program was the choices of teaching locations by CUTE graduates. As of November, 1968, 35 of the 40 CUTE graduates had teaching contracts for the 1968-69 school year. Thirty-one of them are teaching in urban settings; three are in suburban or small town settings; one is teaching in a rural disadvantaged school; one joined the Peace Corps; two continued their schooling; one is in Girl Scout work, and one is not teaching. It has been stated that, nationally, approximately one-third of all trained teachers go on to teach. Compared to that figure the CUTE program did very well indeed. Couple this with the fact that 31 are in inner-city schools, and the record is even more remarkable.

Subjective Data

Staff Ratings

The "CUTE Objective Attainment Scale" was used by the CUTE instructional staff to assess the degree to which each CUTE student attained the objectives outlined on pages 12-16. Staff ratings were scored on a five point scale where "5" was outstanding and "1" was minimal attainment. In addition, the staff made rough estimates as to when each student demonstrated the level of attainment; *(a)* near the beginning of the program, *(b)* at the end of the eight week seminar, or *(c)* at the end of the program.

Analysis of the ratings indicated a majority of the CUTE students were perceived by the staff as having demonstrated attainment of the program objectives to a fairly high degree during the student teaching experience.

Sequence of Concerns Statements

In order to identify the concerns CUTE students experienced and to determine the degree to which they might have been alleviated, weekly statements about program-related problems were analyzed. The analysis did not reveal any particular pattern. The bulk of the concerns centered around five major areas: *(a)* a desire to be a good teacher, *(b)* classroom discipline and control, *(c)* personal attitudes about their own teaching, *(d)* relationships with others in the student teaching setting, with special attention to relationships with the cooperating teacher, and *(e)* the large amount of work and the little time to do it. These appeared throughout the semester in a somewhat random fashion, and they did not seem to be sequential as suggested by the University of Texas Research and Development Center for Teacher Education.

Weekly Reaction Reports

Each week the CUTE students were asked to write about their impressions of the instructional activities of the previous week. For example, they might write about field trips to the inner city, student teaching, seminar sessions, micro-teaching, or the program in general.

Those aspects of the program which received most attention were inner-city field trips, involvement with children in the classroom and the community, experiences with cooperating teachers, micro-teaching, classroom problems, seminar meetings, and time demands of the program. Both positive and negative comments were made; however, the positive comments far outweighed the negative.

On the basis of the reaction reports one would say the CUTE program had a profound impact on the students.

Summary

Thus far only trends have been identified in terms of the test results. Some of the instruments seem to be sensitive to changes wrought in the CUTE students and reflect differences between them and non-CUTE students. At least three major steps need to be taken to provide additional evidence of program effects: *(a)* replication of the testing and analysis, *(b)* more careful matching of comparison groups, and *(c)* a follow-up of CUTE graduates.

WHAT WE LEARNED

Revision of Evaluation

The selection of existing instruments which will measure directly the expected outcomes proved to be exceedingly difficult. At best one might conclude that the measures taken tap related objectives, i.e., student teacher attitudes and verbal classroom teaching behavior. Furthermore, the major inferences were made in terms of the impact of the 16-week program on the participants. The lack of clear-cut, measurable, criterion objectives places the program and the evaluation in an awkward position. This is not to gainsay the effectiveness of the program, but to illustrate the vicissitudes of obtaining a happy marriage between program objectives and evaluative techniques. Whereas the rationale for a teacher education program may seem valid, the evaluator must sometimes settle for theories which lead to something less than easily testable hypotheses. Two choices open to the evaluator are either to insist the theory be adapted, so that it will lead to more easily measured objectives, or to request that instruments first be developed which will yield more suitable information concerning the attainment of objectives. In either case the evaluator is bound to impede the implementation of the program. An alternative is to modify the underlying assumptions of the program and develop or modify the instruments utilizing the data collected while evaluating the program. This was the alternative chosen, and work toward those ends is going forward.

Curriculum Modifications

Sometimes it is as helpful to know what has *not* proved effective as it is to know those features which seemingly have worked adequately. Four aspects of the program appeared to need immediate attention and adjustment.

Participation in Teaching

One aspect of the program which has been modified is the introduction of the students into the teaching experience. During

the first eight weeks the period of classroom observation and participation has been increased. The students have been urged to help in the classroom with individual tutoring and small-group work. Then they have been eased into the full-time teaching experience by teaching only half-days the first week of the student teaching portion of the program. This plan allows for afternoon discussion of individual problems which may occur. Sometimes this means the reiteration of principles which were dealt with earlier in the seminars, but which need better understanding in the cold light of reality. These modifications permit increased contact with pupils early in the program and effect a smoother transition from seminars to student teaching.

Micro-Teaching

Because of a delay in obtaining equipment, video tapes of micro-teaching sessions were not introduced until the second semester. Weekly micro-teaching sessions are held over a five-week period. Arrangements have been made with the local school system to use inner-city pupils for the "micro-class." This modification was seen by both staff and students as adding realism to the pre-student teaching experience.

Field Experiences

It was found during the first year that the urban setting provided such a vast opportunity for field experiences and the selection of guest speakers, that it was impossible for the students to assimilate the content adequately. Thus, the total impact of these activities on the students dissipated.

In the second year of operation, the number of trips and guests was reduced, and the staff sought to interrelate the results of these activities to the seminar presentations more intensively. This, it was felt, would enhance the meaningfulness of both the field and seminar educational experiences.

Sequence of Concerns

In an effort to determine whether the concerns of the student teacher were being met as hypothesized by the Texas R and D Center, students were asked to write a short statement expressing their most immediate concerns about the student education experience. Attempts were made to categorize these statements into the "six stages" mentioned earlier. Analysis of the categorization revealed that the concerns did not seem to follow a consistent pattern. In addition, many of the students' concerns did not seem to be directly related to the concerns as suggested in the "six stages." Since in-depth interviews could not be conducted to ascertain what may have lain behind the written statements, it was decided to use the stated concerns as a basis for the following week's seminars.

It was also the feeling of the staff that they were anticipating some of the concerns of the students in the instructional program, and that therefore, the stated concerns were more likely to be disparate and individual.

Transportability

One of the purposes of developing and assessing the CUTE program is to produce materials which will allow its adoption in other areas where there is a need for similar programs.

Three necessary components for transporting the program to other areas are being developed: *(a)* a plan, outlining a method for organizing a council of institutions of higher education and public schools, which will afford unique educational experiences for future teachers, *(b)* a curriculum guide, with instructional materials, which can be used by a staff wishing to establish a similar program, and *(c)* a method for ascertaining how well desired objectives are achieved.

Thus far experience has shown that the plan for establishing a council which works in close harmony with public schools is viable. In January, 1969, programs similar to CUTE were inaugurated in two additional locations.

The questions as to the efficacy of the curriculum materials and the method of ascertaining outcomes must be held in abeyance until the results of these programs are known. It appears at this time, however, that persons inaugurating the program are experiencing no difficulty in adapting the curriculum materials. An indication of the program's compatability was noted shortly after its inception. Since the first year of operation, the entire staff has been replaced, and these changes have apparently resulted in no undue hardship either on the new staff members coming into the program or on the operation of the program itself.

The applicability of the evaluative techniques is not as yet known, since it has not yet been tried in the newer locations. However, personnel involved in the evaluation at the other sites have not expressed undue concern about its feasibility.

The primary difficulty in transporting the program was the preparation of instructions and materials specific enough to provide an adequate framework in which the user might operate, yet which allowed for the flexibility and modification necessary for varying situations. It seems reasonable to assume that, given the necessary disposition to utilize this program, it may be transported with a minimum of difficulty.

EPILOGUE

One facet of the program not reported in test results, and not reflected in the number of students accepting inner-city positions, is the enthusiasm generated by the program. This enthusiasm is manifest by various individuals who have become involved in implementing the program, by students participating in it, and by administrators employing its graduates. Some have said the CUTE program has a mystique which cannot be measured and reported, but which must be sensed by first hand observation. This mystique is manifest in the camaraderie and the esprit de corps which is evident among the students and has resulted in the selection of school colors and the adoption of a school song. It is the desire on the part of instructional staff members to speak to community groups about the CUTE program and to seek continually better ways of teaching and presenting material. It is the expression on the part of public school officials to speak of the program as "their" program. And it is the need on the part of university and college officials to impose limits on themselves as to how many students they will allow to enroll in the program for a given semester at one of the extension sites. A part of the CUTE psyche is also detected by visitors who come to witness the program and later reflect on their experience. Expressions of these kinds are impossible to quantify; however, it does seem appropriate to include typical quotes from persons who have seen or participated in the program.

First, some student reactions which were taken from end-of-week reports the CUTE students complete as an assessment of their weekly experience.

From the first week's report:

> This first week has been busy and tiring, but wonderful. My personal reaction is that I'm still glad I'm here with you, and I feel as much at home as if I'd been here all four years. For just one week I think that's really great. I love the other kids and the staff too. I'm ready to start another week tomorrow.
>
> I feel very excited and stirred-up. I'm extremely anxious to become as physically and intellectually involved as I am now emotionally

(2)

and psychologically involved. In this situation we are forced to think and express ourselves. I welcome this as an opportunity to become "involved," and at the present I feel very much involved!

I still see their faces almost every minute I'm away from them. But my emotional involvement seems to have lessened. Friday night the whole situation really got to me. I cried my feelings out for a situation I can do little for this very minute. I've got so many things I want to do, so many ideas to try that I can hardly wait until the classroom is mine.

During the second week these reactions were noted:

When I came into this program I really thought I knew quite a bit about how I was going to teach and how I felt. I had a pretty good background as [my college] does stress urban education. But you know something, my thinking was surface level only . . . .

Oh, how I wish every teacher could go through this.

If I am to effectively communicate with and relate to my students, I must recognize what they are. I must not recognize them as individuals like me, but as individuals *unlike* me, with just as much importance and intrinsic worth. I cannot seek to make them be like me or people I know. I must seek to develop what they are to their greatest potential. I will never *know* them because I can never be like them. I can only hope to learn enough about them to be able to understand them.

These comments were made in the third week:

[After visiting inner-city homes] I now understand a lot of the children better. But this is all I am to feel. I can't feel hatred or even sorry for the trouble-makers. I can't get mad at the parents or all the kids' teachers. All I can do is try in my classroom to interest the children in school and life.

I feel funny right now – I'm going through a strange type of identification with the black community. I'm seeing the whole thing in a completely different way. I don't really understand it yet.

This is teacher training, in reality.

The following reactions were made at the end of the fourth week:

Tuesday's trek into the *M* school area was an exciting change of pace. I'd call it an experimental lab session to complement the sociology lectures. The idea of how to use cultural traits as a basis for teaching techniques is beginning to come through to me now, and I feel that this is a very important area.

And this was made during the fifth week:

What impressed me the most was that we so often speak of our values in the general sense of middle-class values, but many of us did not really know what we were saying. It was quite evident that each of us has his or her own personal values, and many of them differ quite noticeably with each other. From this discussion some of us began to look a little closer at our own values, and most important, we can see the fallacy in stating our own values as "*THE* MIDDLE CLASS VALUES!"

This insight was reported by a student during his sixth week in the program:

I sometimes wonder how we educators will find ourselves functioning in this fast-changing society. Never before have I looked at education in terms of such serious social responsibilities and implications. The thing that often bothers me is the large number of "educators" who never really do take it seriously.

And these revealing comments were made with the ninth and tenth weeks:

I feel like in the last eight weeks I have gotten so much . . . not so much in factual knowledge or information. . .[rather]a set of tools or a method of learning, and I am changing myself accordingly . . . . it's something I can take with me and apply to other situations . . . . this is the first time in four years that has happened, too.

Despite the frustrations and often failures, the joys of success are there. I was glad I was in that room today.

Near the end of the program this remark was made:

To really explain what the C.U.T.E. program has done for me is impossible; it has been an extremely intensive, beautiful experience. I have learned much about teaching, but mostly, I have learned about myself, which I feel is essential as a basis for everything I do. I must say it has been the most valuable part of my education so far.

Finally, these reactions were recorded by student-teachers during the disturbance in Kansas City shortly after the assassination of Dr. Martin Luther King, Jr.:

It's Friday, and I'm out of Kansas City. In a way, my emotions are mixed. It is a relief to know that I won't hear sirens and know where they're going, but I feel somewhat like a deserter too. I'm in the land of people who listen to CBS News coverage of our riot and come up with armchair answers, suitable for every occasion.

The loss of life and the property damage sicken me. This "they" do *to* themselves, just like Detroit, Neward, etc. Is Kansas City *proud* to finally have had its *own* RIOT? Getting back into that classroom and

getting those kids back in the groove is going to be a *challenge* come next Tuesday.

[It is] really *neat* to see guardsmen on the Plaza and have a 7:00 curfew, etc. Let's please quit kidding ourselves by saying that this all is a result of *only* Martin Luther King's death! We *must* have more than usual "southern justice!"

I tore up my first reaction report for this week, which was pretty emotional. This week I felt what I think all Negro children go through at one time. When I was hit the first time, I was scared and hurt that anyone should hate me enough to hit me. (I haven't lost my temper or gotten into a fight in 11 years, since the time I almost killed my sister with a baseball bat.) But outside, the second time I got hit, when I heard him say, "He's white!" I really felt a lot of new feelings. I wanted to protest that it wasn't my fault I was white, that I had no bad feelings for him, and that I couldn't understand why this was happening. Now I sometimes feel bitter. I see why people have prejudice because I've got it now. I don't hate Negro people or think they're inferior or even violent, but I know that the only people who will hit me because I'm white will be black. And they may never think of it usually, only in a time like this week. This kind of fear will keep prejudice alive, and I don't want that.

Letters from graduates also are indicative of the impact of the program, as is shown in this excerpt:

Through CUTE I have given much and gained much in return. My ideals are still intact, but feel I have become much more realistic about my own capabilities. My goals are solidifying . . . I will be teaching in an inner-city school in September, for that is where I belong!

I think I learned more about myself in those four months than I have in my four years of college. I learned patience, understanding, and I learned about my capabilities, my strengths, and my weaknesses. I was thrown, for the first time, into a group that shared the same interests as I. I learned to give willingly and freely of my ideas as well as to see merit in the ideas of others. And I learned how to employ these ideas; in short, I learned how to work together. In other words, I found I was not the only person on this earth. A feather for your cap – you not only trained us to be teachers, but also to be people. Had we remained in our normal diverse college atmospheres, these would probably be experiences postponed or perhaps never learned.

Best wishes with the new group. I know they will be great because they care enough to be there, and especially because they have you to help them become great. To the CUTE staff – THANK YOU– from just me.

In conclusion, it seems appropriate to include the following observation made by one of the CUTE students: "There's got to be more CUTE programs; there's got to be more concerned and really committed teachers for the inner-city."

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